An Achievement Gap Analysis of Utah's White and Hispanic Eighth Grade Students: NAEP & Core CRTs

Updated w/ 2005 Results

By

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Introduction and Purpose

In Utah, as in other states, there is growing interest in understanding the nature and extent of achievement gaps. The National Assessment of Educational Progress (NAEP) provides a means to examine this important question and allows for comparison with the nation and our western peers. NAEP is the only nationally representative and continuing assessment that demonstrates what America's students know and can do in various subject areas. NAEP first started tracking national performance in 1969. Beginning in 1992, NAEP conducted assessments for the individual states. A key role of State-by-State NAEP is assisting in evaluating the conditions and progress of student achievement at grades four and eight.

The advantage of NAEP is that it allows comparison of results from one state with those of another, or with results for the rest of the nation. NAEP provides a line of evidence for states that can help answer such questions as: How does the performance of students in my state compare with the performance in other states with similar resources or students? How does my state's performance compare with the region's?

Another critical assessment that can inform this question of achievement gaps is our Utah Core CRTs. The fundamental intent of the CRTs is to support implementation of the Utah Core Curriculum and provide information about the core skills and abilities students have acquired during the school year or course. Together the Core CRTs and NAEP can confirm or disconfirm general patterns and trends. The skills are not 100% the same between these assessments, but at a broader level they do relate, allowing for the broader examination. During the review of the Core CRT results the role and influence of language acquisition will be examined.

The current report focuses on the achievement gap at grade eight. For this report and analysis, an achievement gap can be defined as "a persistent and pervasive disparity in student achievement among different groups of students. A gap may also be the difference between a group's current performance and a state or district standard of performance (e.g., 80% of students will be proficient)." To provide a more reliable estimate of group performance and achievement differences, group size should be 40 or higher. The current report will focus on the achievement gap between white eighth graders and Hispanic eighth graders in reading/language arts and mathematics in Utah compared to the nation. To better understand the pattern of results, Utah Core CRTs are also examined.

Data

The National Center of Educational Statistics (NCES), through the work of its test contractors, collected data between 1992 through 2005. The results in this report were first published by NCES. The NAEP reports in Reading and Math can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031. The majority of the results were gathered using the public data available on NAEP's website at http://nces.ed.gov/nationsreportcard/naepdata/. For grade eight, state NAEP draws a representative sample of approximately 2,500 students from 200 Utah schools. The Hispanic subgroup is slightly over-sampled (along with other key reporting groups) to improve the population estimate (i.e., 12% to 14% of the eighth grade sample). Therefore, approximately 300 to 350 Hispanic eighth graders participated in 2003 Utah NAEP. A similar approach to sampling has been used from 1992 through 2005 by NAEP.

It is important to note that NAEP began allowing more accommodations throughout the 1990s for students with disabilities and English language learners (ELLs). Therefore, there were instances in which some students were allowed accommodations and other students were not. Another key data element in which collection methods have changed is the critical area of race/ethnicity. Only recently has the primary source for reporting a student's racial/ethnic group become school records. Depending on whether an individual uses the math or reading printed reports or public results on the NCES website, there may be slight differences in either scale score or percent proficient.

Utah Core CRTs data was accessed by the COGNOS reporting software at www.usoe.k12.ut.us/eval/_Cognos1/. Access to the COGNOS system is available to all Utah educators who have a current teaching license. The Core CRTs, along with the Utah Core Curriculum, have undergone significant revisions to prepare for state and federal accountability. Although Core CRTs are not formally equated between 1999 to 2002, it is valid to look at the gap at any given year between two groups because all groups received the same assessment in a given year. Hispanic students make up the largest racial/ethnic group in Utah. According to 2004 Language Arts Core CRT data about 11% of the eighth grade population is Hispanic (3,914 students out of 36,950) and 83% of the eighth grade population is white (30,700 students out of 36,950). For eighth grade math, 3,783 Hispanic students were in Math 7, Pre-Algebra, Algebra or Geometry in Spring 2004.

Results Updated w/ 2005 Results

Results are divided into two sections: Reading/Language Arts and Mathematics. Within each section a focus will be on the percentage of students who attain Proficient or Advanced levels on NAEP and the percentage of students who reach Proficient on the Core CRTs (level 3 or level 4). It is important to note that the definition and standard regarding what "level of performance" is needed to be proficient varies significantly between NAEP and the Utah Core CRTs. Although a broad comparison of patterns is informative, the assessments and content frameworks have notable differences.

NAEP tests a representative sample of approximately 2,000 eighth grade students. To reduce test time and school burden, each student takes approximately one-quarter of the NAEP test. This method allows for group comparisons but not individual-to-individual comparisons.

EIGHTH GRADE READING/LANGUAGE ARTS

NAEP Reading

Table One and Table Two display the percent proficient (or above) and the achievement gap between white and Hispanic students for Utah and neighboring western states. An analysis of neighboring states helps to facilitate comparisons of states with similar characteristics and demographics. The results for the nation are also included for an overall comparison. The data is organized as going from states with the smallest achievement gap to neighboring states with larger achievement gaps.

Table One: NAEP 8th Grade Reading 2003: Percent Proficient and Achievement Gap Between White and Hispanic Students

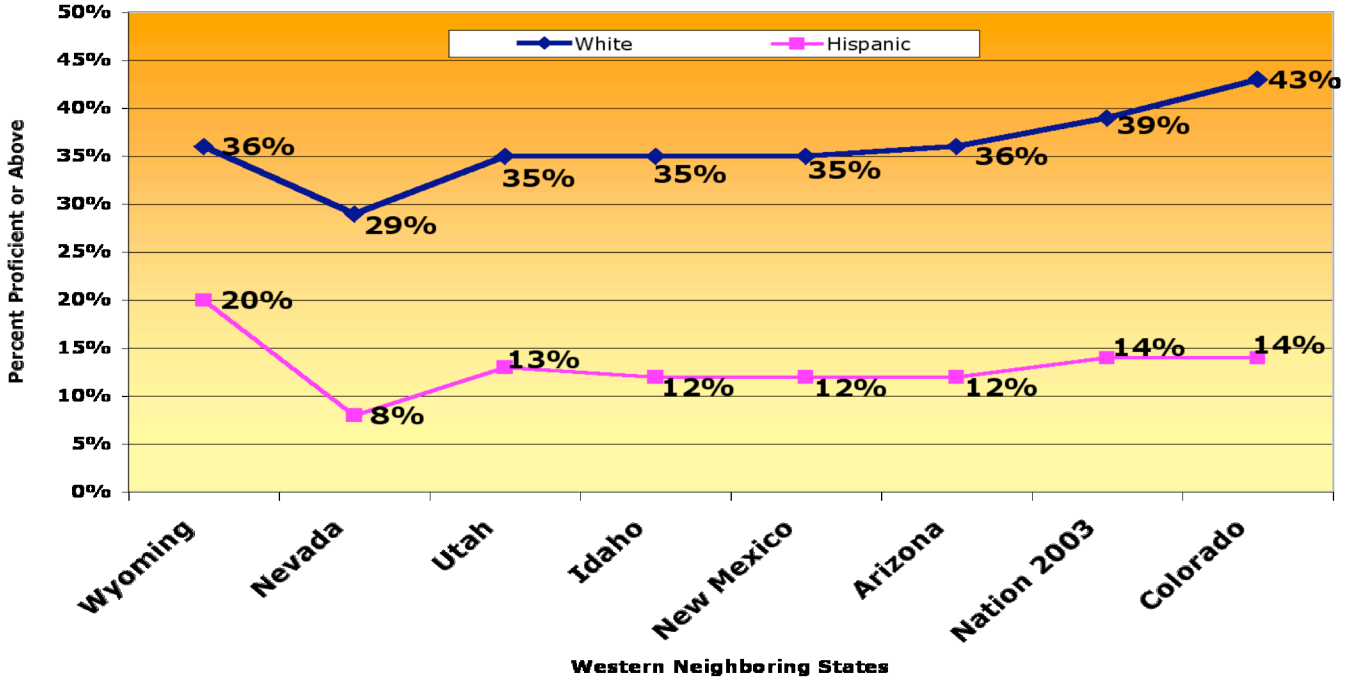
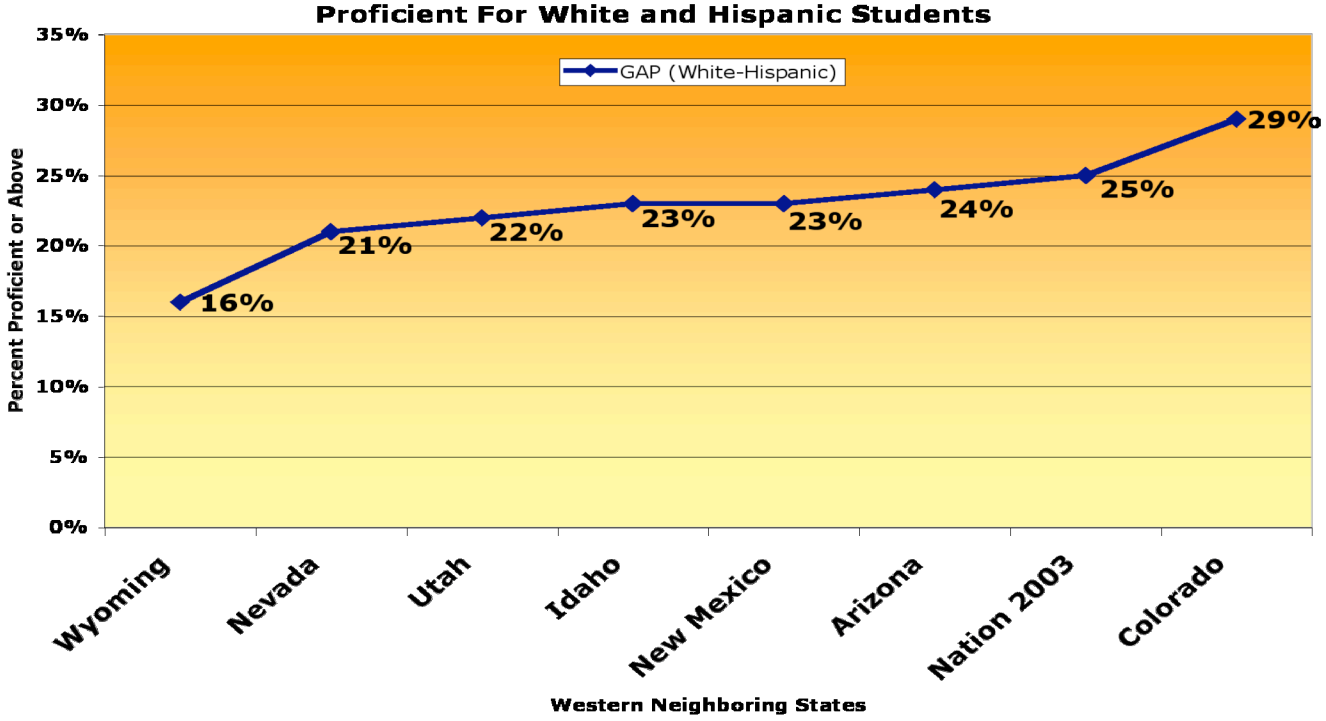
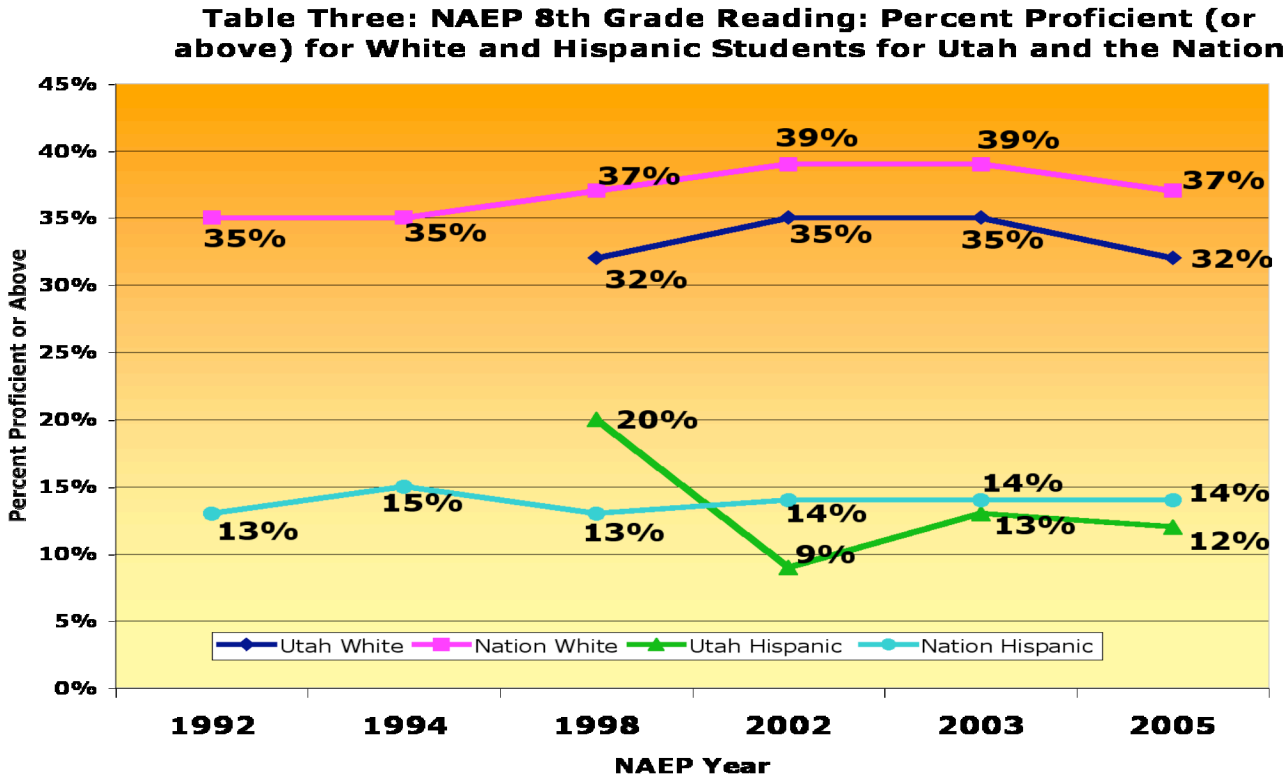


Table Two: 2003 8th Grade Reading Achievement Gap by Percent Proficient For White and Hispanic Students



Wyoming has the lowest achievement gap between white and Hispanic students in eighth grade reading. Colorado has the largest achievement gap (29%). Colorado also has the highest percentage of white students proficient and tied for the second highest percentage of Hispanic students proficient. Utah's achievement gap in the percent proficient for NAEP Reading is 22 percent. The western state with the smallest achievement gap in reading is Wyoming, at 13 percent.

Table Three displays trend results for white students compared to Hispanic students in Eighth Grade Reading in NAEP.



Note: No accommodations were provided to students in 1992 and 1994.

Overall, white students in the nation have a higher percentage of students reaching the proficiency level (or advanced proficiency level) from 1992 through 2005. The percent proficient (or above) of white students across the nation has gone from 35 percent proficient to 37 percent (change of +2). From a statistical perspective, the percent proficient (or above) of Utah eighth grade white students has remained level. For the nation, the percent proficient (or above) of Hispanic students has remained level at 13 percent in 1992 to 14 percent in 2005. In Utah, the percentage of Hispanic students proficient (or above) in reading was at 20 percent in 1998 and is now at 12 percent. This drop is not statistically significant due to a smaller sample size (about 12 percent of students tested were Hispanic) and greater statistical variance. Based on this proficiency data, the gap for the nation was 22 percentage points in 1992 and now at 23 percentage points in 2005. In Utah the achievement gap, based on proficiency was 17 percentage points in 1998 and now at 20 percentage points in 2005. When tested for statistical significance neither gap change for the nation or Utah is significant.

Table Four displays reading results for Utah and the nation by the average scale score as another way to understand the achievement gap in NAEP reading. The possible range of the NAEP scale score is 0 to 500.

Table Four: NAEP 8th Grade Reading Average Scale for Utah and the Nation (Public)

	Average Reading Scale Score					UTAH	NATION
	Year Tested	Utah White [a]	Nation White [a]	Utah Hispanic [a]	Nation Hispanic [a]	Score GAP	Score GAP
Yes Accommodations	**2005 NEW**	264.7**	269.4	242.8	244.9	21.9	24.5**
Yes Accommodations	**2003**	267.7	270.4	241.0	243.8	26.7	26.6
Yes Accommodations	**2002**	267.2	271.1	237.6	245.5	29.6	25.6
Yes Accommodations	**1998**	265.6	268.3	244.2	241.4	21.4	26.8
No Accommodations	**1998**	266.0	269.1	252.1	243.0	13.9	26.1
No Accommodations	**1994**		264.6		239.5		25.1
No Accommodations	**1992**		265.0		238.4		26.6
NEW Scale Score Change 1998-2005		-0.9	+1.1	-1.4	+3.5	+0.5	-2.3
Scale Score Change 1998-2003		+2.1	+2.1	-3.2	+2.4	+5.3*	-0.3
Scale Score Change 1992-2003			+5.4*		+5.4*		0.0

[a] Race/ethnicity based on information from school records (supplemented in some cases by student self-reported data).

* Statistically significant p<.05.

** Statistically significant (p<.05) change between 2003 to 2005

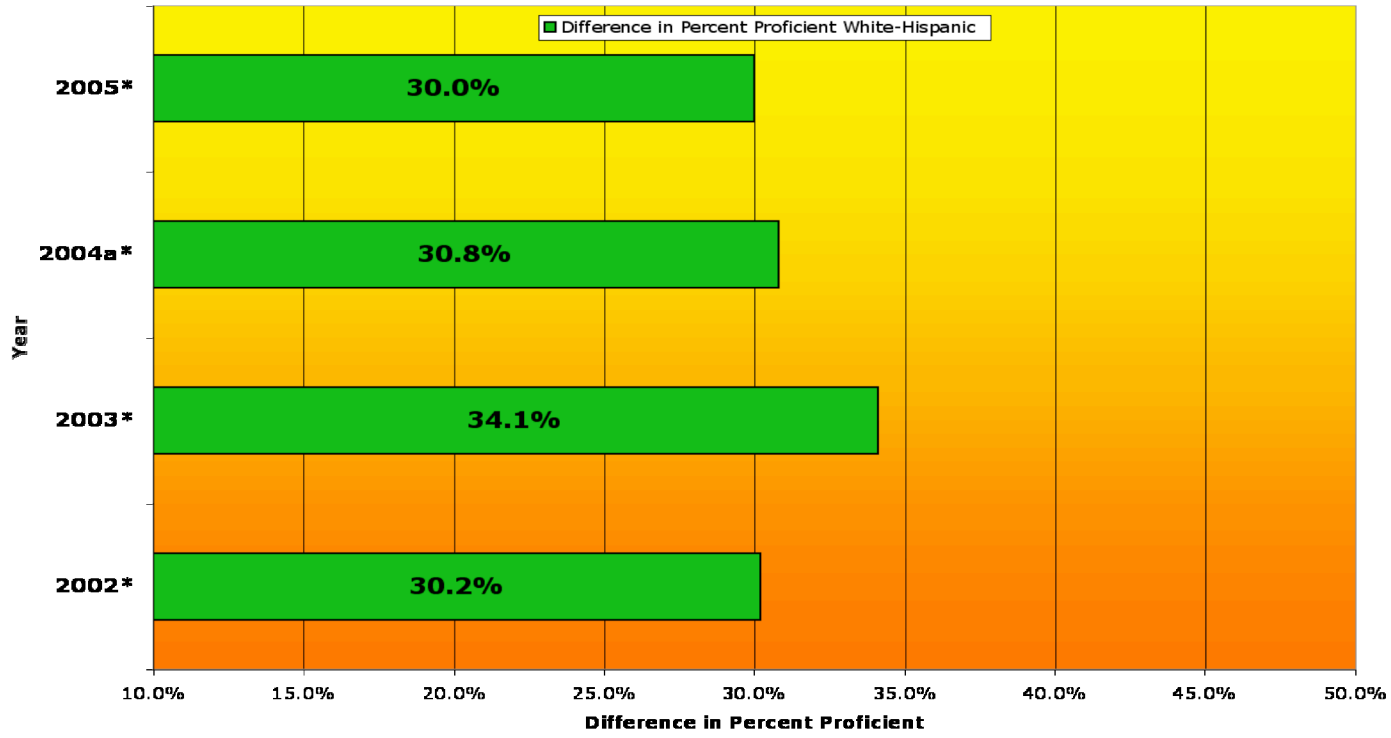
The average scale score for Utah white students has remained relatively level from 1998 to 2003. From 2003 to 2005 there was a statistically significant decrease for Utah white students in NAEP reading. For Hispanic students in Utah, the average reading scale score over the same time has gone from 252.1 in 1998 (no accommodations) to 242.8 in 2005, a decrease that is not statistically significant. The Utah achievement gap between white and Hispanic eighth graders in reading has significantly increased, from 13.9 in 1998 (no accommodations) to 26.7 in 2003. However, in 2005 the achievement gap reduced to 21.9. This change in 2005 is due to a slight scale score increase in Utah Hispanic students (non-significant) and a significant scale score decrease in Utah white students.

The average scale score for white students in the nation has increased from 265.0 in 1992 (no accommodations) to 269.4 in 2005 and represents a statistically significant gain. For Hispanic eighth graders across the nation, the average reading scale score over the same time has gone from 238.4 in 1992 (no accommodations) to 244.9 in 2005, a statistically significant increase. The achievement gap for the nation between white and Hispanic eighth graders in reading has remained level from 26.6 in 1992 (no accommodations) to 24.5 in 2005.

Core CRT – Eighth Grade Language Arts

How do these general patterns and results of the achievement gap in NAEP relate to potential achievement gaps in the Utah's Core CRTs? Table Five displays the achievement gap (percent proficient white minus percent proficient Hispanic) for eighth grade students on the Language Arts Core CRTs.

Table Five: 8th Grade Language Arts Core CRT Achievement Gap in Percent Proficient White Minus Hispanic



[a] Cut scores for proficiency levels were revised as part of a standards validation in 2004.

* Statistically significant ($p<.01$) difference.

The Utah achievement gap between white and Hispanic eighth graders in Language Arts in Spring 2003 was at 34.1 percentage points. For NAEP, in eighth grade reading in early Spring 2003 (March) the achievement gap for percent proficient was at 22 percentage points (see Table Three). Although these scores were not checked for statistical significance, there appears to be a 10 to 12 percentage point difference on these indicators of reading/language arts achievement. In considering these findings it is important to note that the Core CRTs assess language arts and not just reading, like NAEP. Language arts skills such as punctuation and grammar are included in the Utah Core CRTs.

Although percent proficient should not be compared between 2004 and the two previous years because of adjustment made during standards validation, it is still valid to examine the difference between white and Hispanic eighth grade students. The percent proficient for the eighth grade Language Arts CRTs by year can be found in the Appendix A.

Another factor in describing the White/Hispanic achievement gap is language acquisition. The large sample size of the Core CRTs allows for this examination compared to smaller sampling (approximately 2,500 students) of NAEP.

Students that acquire the use and mastery of academic English should, on average, perform higher then students who are working on gaining this ability. Findings from the 2004 Core CRTs in language arts support this assertion (See Appendix B). For example, Hispanic 8th graders who are identified as being former ELL students have the same percent proficient as white eighth graders (81.1%, N=287 vs. 81.8%, respectively). Those Hispanic students identified as being "D. Monitored" have 63.3% of student's proficient. The largest groups of Hispanic 8th graders (N=1,482) are those who are not an ELL student.. These non-ELL Hispanic students have a lower percent of students proficient (62.3%) on the eight grade language arts CRT then white eighth graders (62.3% vs. 81.8%, respectively, with a gap of 19.5 percentage points).

EIGHTH GRADE MATHEMATICS

NAEP Math

Table Six and Table Seven show the achievement gap of Utah 4th graders in math compared to neighboring western states. Although differences still exist in some demographics (e.g., percentage of students who are Hispanic) and approaches to education, this provides a more reasonable comparison than using every state in the country.

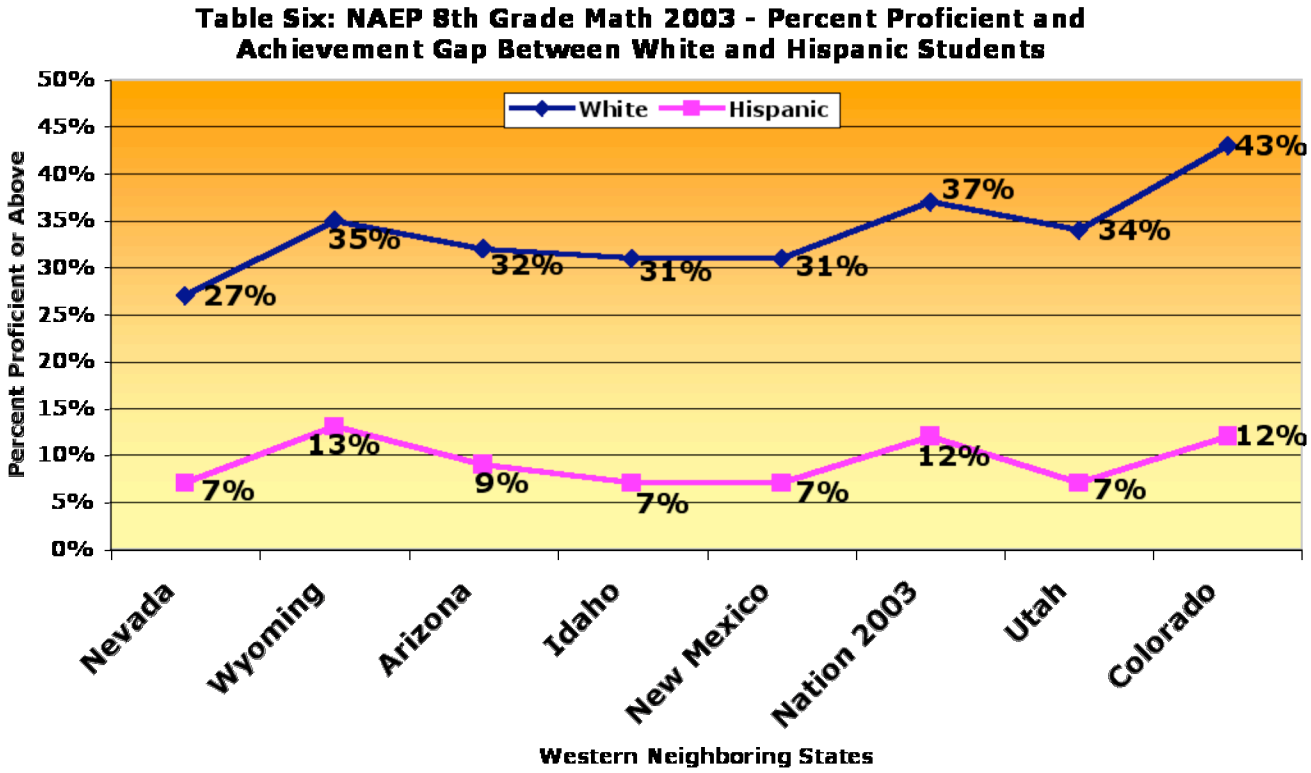
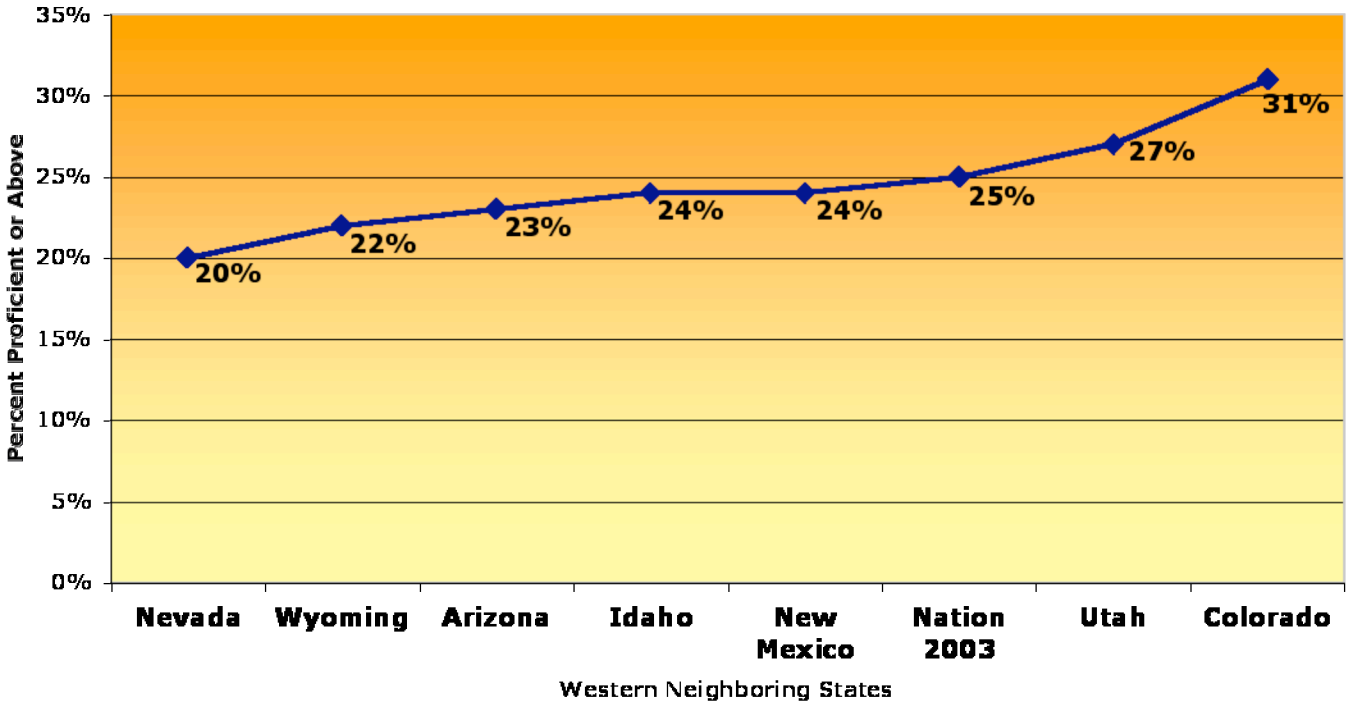


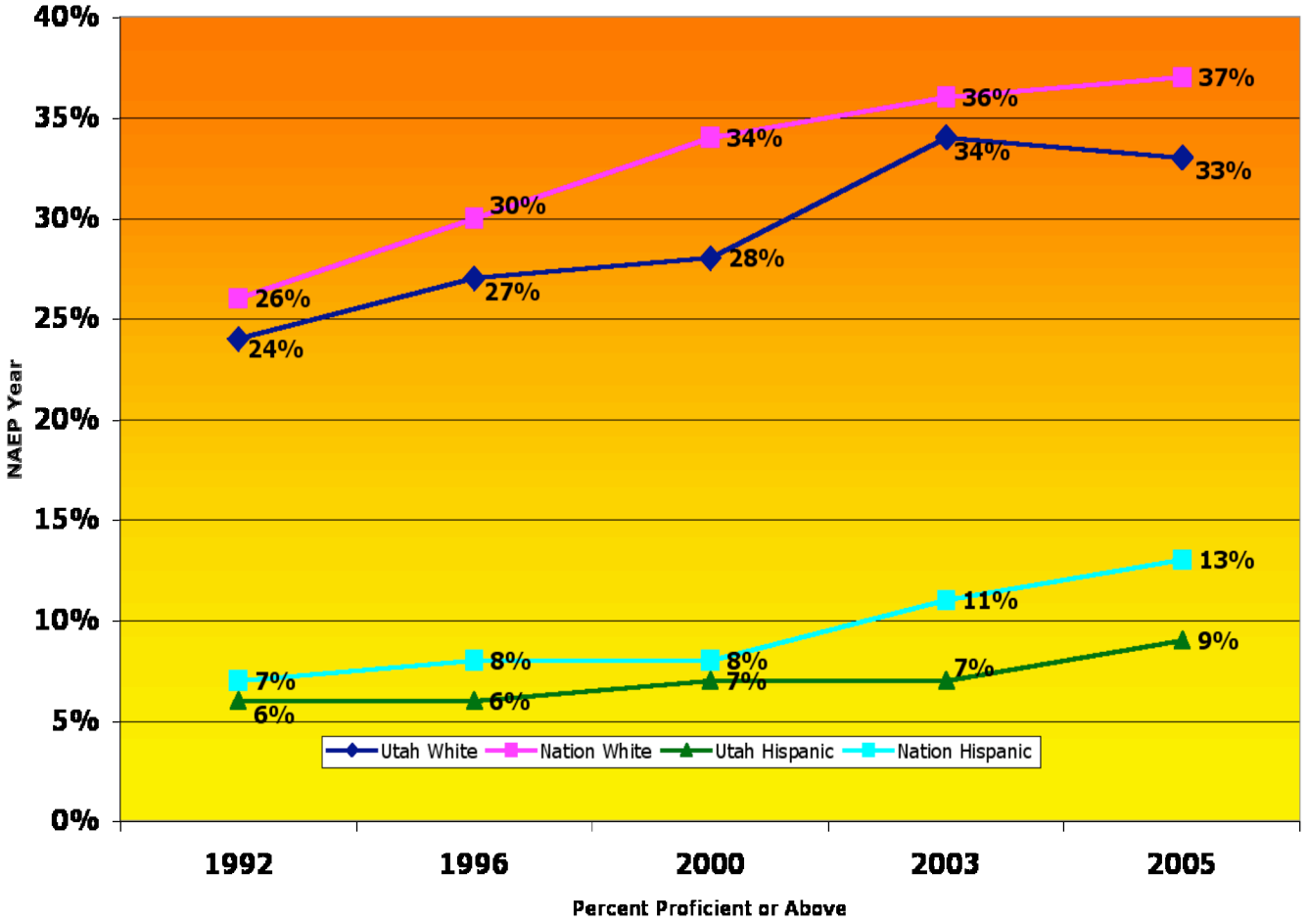
Table Seven: NAEP 8th Grade Math 2003 Achievement Gap



Nevada has the smallest achievement gap between white and Hispanic students in eighth grade math (20 percent), and Colorado has the largest (31 percent). Utah's achievement gap in the percentage at or above proficient for eighth grade math is 27 percent.

To better understand the achievement gap in Utah, it is informative to examine performance by groups over time. Table Eight displays trend results for white students compared to Hispanic students in eighth grade mathematics in NAEP for Utah and the nation (public).

Table Eight: NAEP 8th Grade Math - Percent Proficient (or Above) for White and Hispanic Students for Utah and the Nation



In eighth grade math there appears to be a general increase in the percentage of students proficient (or above) in all four groups. The largest statistically significant increase in any group is that of white students across the nation, where 26 percent were proficient in 1992, and 37 percent in 2005.

Utah white eighth graders are also making statistically significant increases between 1992 and 2005 in the percentage of students proficient (24 percent to 33 percent, respectively). Hispanic students across the nation have also had significant improvement in the percent proficient from 1992 to 2005 (7 percent to 13 percent, respectively). The percentage of Utah Hispanic students proficient (or higher) was level between 1992 and 2005 (6 percent and 9 percent, respectively), with neither a significant decrease nor an increase. Based on this math proficiency data, the gap for the nation was 19 percentage points in 1992 and now at 24 percentage points in 2005. In Utah the achievement gap, based on proficiency was 18 percentage points in 1992 and now is at 24 percentage points in 2005.

EIGHTH GRADE MATH AVERAGE SCALE SCORE

Table Nine displays NAEP math results for Utah and the nation by average scale score. The possible range of the scale score is 0 to 500.

Table Nine: NAEP Eighth Grade Math Average Scale for Utah and the Nation (Public) 1992-2005

Average Scale Score					UTAH	NATION
Year Tested	Utah White [b]	Nation White [b]	Utah Hispanic [b]	Nation Hispanic [b]	Score GAP	Score GAP
2005 NEW	282.9	287.6	255.4	261.1	27.5**	26.5
2003	284.9	286.5	248.8	258.1	36.1	28.4
2000	277.1	283.0	243.6	251.7	33.5	31.3
1996[a]	278.3	280.3	257.2	250.4	21.1	29.9
1992[a]	275.7	275.7	253.3	247.0	22.4	28.7
Scale Score Change 2000-2005 NEW	+5.8*	+1.1*	+6.6*	+3.0*	-6.0	-4.8*
Scale Score Change 2000-2003	+7.8*	+3.5*	+5.2	+6.4*	2.6	-2.9
Scale Score Change 1992-2003	+9.2*	+10.8*	-4.5	+11.1*	+13.7*	-0.3

[a] No test accommodations were provided.

[b] Race/ethnicity based on information from school records (supplemented in some cases by student self-reported data).

* Statistically significant p<.05

* Statistically significant (p<.05) change from 2003 to 2005.

The math achievement trend for white and Hispanic students by average scale score is consistent with the percentage attaining proficiency for Utah and the nation. For eighth grade white students in the nation (public) and in Utah there are statistically significant increases in both the percentage proficient and average scale score from 1992 to 2005. The same pattern of increase is also observed for eighth grade Hispanic students across the nation. For eighth grade Hispanic students in Utah the achievement has remained level in terms of percent proficient and by average scale score.

The trend by average scale score is similar for Utah compared to the percent proficient results. The achievement gap in Utah is significantly increasing in the percent proficient between white and Hispanic eighth graders, with a gap of 18 in 1992 and 24 in 2005 (see Table Eight) as well as average scale score (see Table Nine above). Across the nation, over the same time, the achievement gap by average scale score has remained level, with neither a significant increase nor a significant decrease.

Math Core CRTs for Eighth Graders

How do these patterns and results of the achievement gap and the gains in achievement in NAEP Math compared with the Utah Math Core CRTs for eighth graders? In Utah eighth graders can be in several different math courses. Therefore, it is important to first examine similarities and differences between Hispanic and white eighth graders in math courses taken in eighth grade from 1999 to 2005. Table Ten displays the percentage of students in different math courses who participated in Core CRT testing.

Table Ten: Percent of White and Hispanic 8th Graders in Various Math Courses by Year

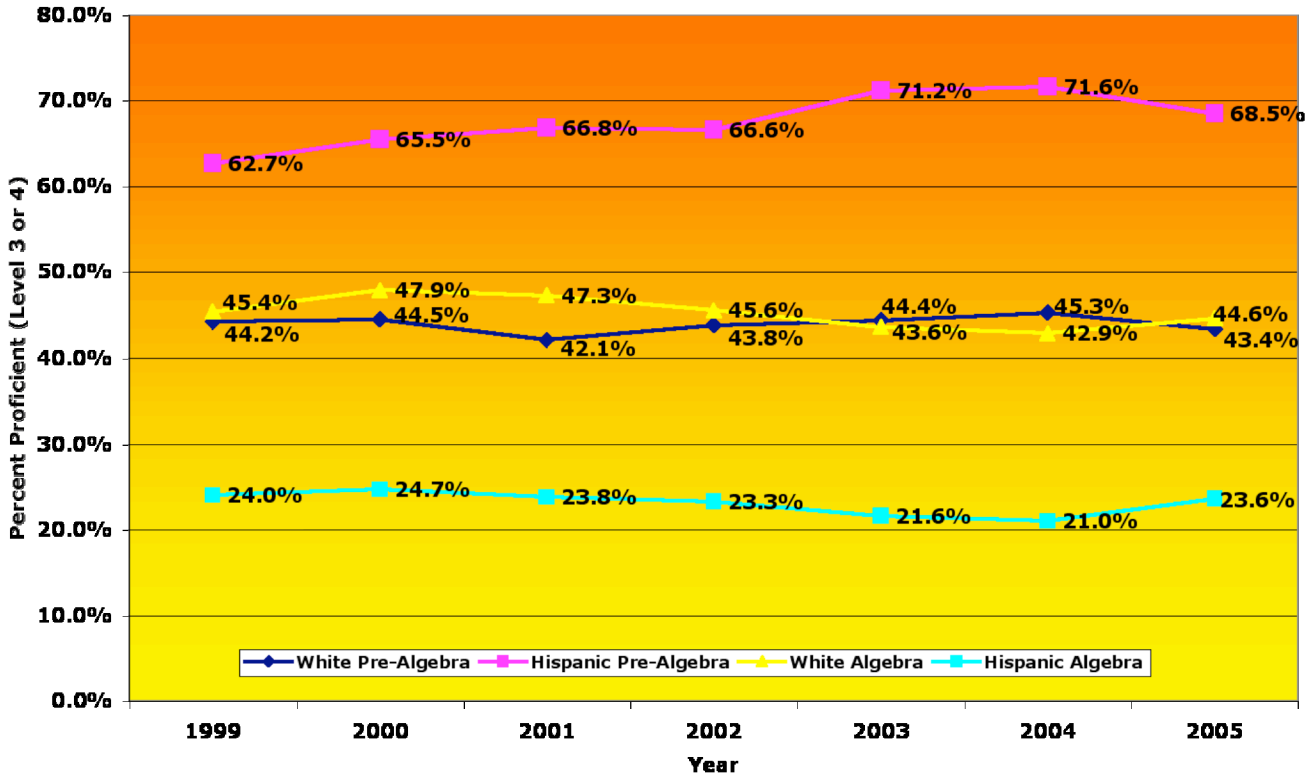
Race/ Ethnicity	Course	1999	2000	2001	2002	2003	2004	2005	2005 Students
White	Math 7	3.0%	1.7%	1.5%	1.7%	1.9%	2.2%	2.4%	708
	Pre-Algebra	44.2%	44.5%	42.1%	43.8%	44.4%	45.3%	43.4%	12,827
	Algebra	45.4%	47.9%	47.3%	45.6%	43.6%	42.9%	44.6%	13,193
	Geometry	7.4%	5.9%	9.0%	8.9%	8.9%	9.7%	9.7%	2,858
Hispanic	Math 7	9.8%	8.8%	7.0%	8.4%	4.6%	5.3%	5.5%	211
	Pre-Algebra	62.7%	65.5%	66.8%	66.6%	71.2%	71.6%	68.5%	2,620
	Algebra	24.0%	24.7%	23.8%	23.3%	21.6%	21.0%	23.6%	904
	Geometry	3.5%	0.9%	2.5%	1.8%	2.3%	2.1%	2.4%	92
Difference White Minus Hispanic	Course	1999	2000	2001	2002	2003	2004	2005	
	Math 7	-6.8%	-7.1%	-5.5%	-6.7%	-2.7%	-3.1%	-3.1%	
	Pre Algebra	-18.5%	-21.0%	-24.7%	-22.8%	-26.8%	-26.3%	-25.1%	
	Algebra	21.4%	23.2%	23.5%	22.3%	22.0%	21.9%	21.0%	
	Geometry	3.9%	5.0%	6.5%	7.1%	6.6%	7.6%	7.3%	

There are notable differences in math courses taken by white and Hispanic eighth graders. From 1999 to 2005 a greater proportion of white eighth graders are in the upper math courses of either algebra or geometry. For example, in 2005 44.6 percent of eighth grade white students were in Algebra, whereas 23.6 percent of eighth grade Hispanic students were in Algebra (a percentage difference of 21.0). As observed in Table Ten, this difference between white and Hispanic has averaged around a 22 percent difference. For eighth graders, around two or three times more white students are taking Geometry then Hispanic eighth graders.

During this same period of time there are approximately three times more Hispanic students taking Math 7 compared to white eighth grade students. For example, in 1999 3.0% of eighth grade white students were in Math 7 whereas 9.8% of eighth grade Hispanic students were in Math 7.

Table Eleven displays some these course taken patterns graphically for pre-algebra and algebra.

Table Ten: Percent of White and Hispanic 8th Graders in Various Math Courses by Year



Over the last seven years there have been differences in course-taking patterns for eighth grade math. Fewer Hispanic students than white students are in Algebra in eighth grade. Although differences exist in the proportion of students in various math courses in eighth grade, how do students compare on performance on the Core CRTs? Are there achievement differences?

The percent proficient in the math Core CRTs cannot be directly compared between 2003 and 2004 because of adjustments made during standards validation. However, it is still reasonable and meaningful to look at the achievement gap in the percent proficient. The percent proficient by year can be found in Appendix C.

Table Twelve displays the achievement gap between white and Hispanic eighth graders. Calculation involved taking the percent proficient of white students in course (e.g., 84.6 percent in 2004 in Algebra) minus the percent proficient of Hispanic students (68.5 percent in 2004 in Algebra) to obtain the achievement gap (e.g., the gap is 16.1 percentage points in 2004 in Algebra).

Table Twelve: 8th Grade Math Core CRT Achievement Gap in Percent Proficient White Minus Percent Proficient Hispanic

Math Course	1999	2000	2001	2002	2003	2004 [a]	2005
Math 7	17%	14%	7%	12%	3%	14%*	7%
Pre Algebra	21%	26%	26%	29%	25%	20%*	20%
Algebra	22%	25%	23%	26%	24%	16%*	15%
Geometry	13%	11%	26%	18%	20%	19%*	15%

[a] At this time only 2004 were tested for significance. It is highly likely the same pattern would be consistent in other years for Pre-Algebra, Algebra and Geometry.

* Statistically significant p<.01.

From 1999 through 2005, in Pre-Algebra, Algebra and Geometry, a higher percentage of white students were proficient than Hispanic students. On a statistical analysis of 2004 results, all performance differences were statistically significant (p<.01) favoring higher percent proficient for white students.

Summary

The current research report focused on the achievement gap between white eighth graders and Hispanic eighth graders in reading and mathematics for NAEP and the Utah Core CRTs.

Trends and results for 8th grade reading/language arts:

- Based on average scale score in NAEP reading, the Utah achievement gap between white and Hispanic eighth graders has significantly increased from 13.9 in 1998 to 21.9 scale score points in 2005.
- Based on proficiency results, the gap has remained level for the nation (22% in 1992 to 23% in 2005) and in Utah (17% in 1998 to 20% in 2005) with neither change being statistically significant.
- For NAEP eighth grade reading, the average scale score for Utah white students is relatively level from 1998 to 2005 with neither a significant increase nor a significant decrease. For Hispanic students in Utah, the average reading scale score over the same time has gone from 252.1 in 1998 to 243 in 2005 a slight decrease that is not statistically significant.
- For NAEP eighth grade reading, the average scale score for white students in the nation has increased from 265.0 in 1992 to 269.4 in 2005 and represents a statistically significant gain. For Hispanic eighth graders in the nation, the average reading scale score over the same time has gone from 238.4 in 1992 to 244.9 in 2005, a statistically significant increase. The achievement gap for the nation between white and Hispanic eighth graders in reading has remained level at 26.6 in 1992 to 24.5 in 2005.
- The Eighth Grade Language Arts Core CRTs achievement gap between white and Hispanic students in Spring 2003 was at 34.1 percentage points and represents a statistically significant difference. For NAEP, in eighth grade reading in early Spring 2003 (March) the achievement gap for percent proficient was at 22 percentage points. Although not checked for statistical significance between the assessments, there appears to be a 10 to 12 percentage point difference on these indicators of Reading/Language Arts achievement.

- English language acquisition is an important factor in considering the white/Hispanic achievement gap. Former ELL Hispanic eighth graders have the same percent of students proficient as white eighth graders on the language arts Core CRTs.

Trends and results for 8th grade mathematics:

- The NAEP math achievement gap in Utah has appeared to increase in the percent proficient (or above) between white and Hispanic eighth graders from 1992 to 2005. There is also a statistically significant increase when the achievement gap is examined by average scale score. In the nation, over the same time, the achievement gap by average scale score has remained level with neither a significant increase nor decrease.
- The math achievement pattern for NAEP math is consistent between scale score and proficiency. For eighth grade white students in the nation (public) and in Utah there are statistically significant increases in both the percent proficient and by average scale score from 1992 to 2005. The same pattern of increase is also observed for eighth grade Hispanic students in the nation. For eighth grade Hispanic students in Utah achievement has remained level in terms of both the percent proficient and by average scale score.
- From 1999 to 2005, a greater proportion of white eighth graders are in the upper math courses of either Algebra or Geometry than Hispanic eighth graders. For example, in 2004 42.9 percent of eighth grade white students were in Algebra whereas 21.0 percent of eighth grade Hispanic students were in Algebra (a percentage point difference of 21.9). This difference has generally been consistent over this period of time.
- For eighth graders, between two or three times more white students are taking Geometry than Hispanic eighth graders. During this same period of time, there are approximately three times more Hispanic students that are taking Math 7 compared to white eighth grade students (based on percent of students).
- Along with differences in math course taking patterns favoring white students versus Hispanic students, there are also differences in the percent of students that reach proficient. White students had a higher percent of students proficient than Hispanic students on the Utah math Core CRTs. On a statistical analysis of 2004 Core CRT results, there were statistically significant ($p<.01$) results for Math-7, Pre-Algebra, Algebra, and Geometry. This similar pattern appears to remain in the 2005 math CRTs.

Appendix

Appendix A: 8th Grade Percent Proficient in Language Arts Core CRTs

	2002	2003	2004a	2005
Difference in Percent Proficient White - Hispanic	**30.2%**	**34.1%**	**30.8%**	**30.0%**
White Lang Arts 8th	**84.1%**	**77.6%**	**81.8%**	**81.2%**
Hispanic Lang Arts 8th	**53.9%**	**43.5%**	**51.0%**	**51,2%**

a Results between 2003 and 2004 can't be directly compared due to a standards validation.

Appendix B: Percent of Students Proficient on the 2004 8th Grade Language Arts Core CRTs by ELL Status

Group	Percent Proficient in 2004	Size of Total Group (N)
White	**81.8%**	**30,820**
Hispanic- A.Non-English in Speaking, Reading, Writing (SRW)	**10.8%**	**176**
Hispanic- B. Limited Proficiency in SRW	**17.5%**	**777**
Hispanic- C. Fluent in 1-2 of SRW	**43.5%**	**416**
Hispanic- D. Monitored Student	**63.3%**	**727**
Hispanic- E. Former ELL	**81.1%**	**354**
Hispanic Non-ELL	**62.3%**	**1,482**

Appendix C: 8th Grade Percent Proficient in Core CRTs

	1999	2000	2001	2002	2003	2004a	2005
White Math 7	23.2%	21.1%	18.2%	16.8%	23.7%	**51.1%**	**29.7%**
White Pre-Alg	53.7%	56.7%	56.3%	56.7%	65.9%	**61.1%**	**64.8%**
White Algebra	74.2%	76.3%	79.7%	80.6%	90.3%	**84.6%**	**85.7%**
White Geometry	85.7%	87.2%	87.9%	89.5%	95.6%	**94.7%**	**97.4%**
White 8th - All	64.4%	67.3%	69.6%	69.8%	76.8%	**74.2%**	
Hispanic Math 7	5.9%	7.6%	10.9%	4.7%	20.5%	**37.2%**	**22.7%**
Hispanic Pre-Alg	32.8%	30.8%	30.8%	27.5%	40.8%	**40.8%**	**44.1%**
Hispanic Algebra	52.6%	51.4%	56.5%	54.7%	66.5%	**68.5%**	**70.4%**
Hispanic Geometry	73.0%	76.5%	61.5%	71.4%	76.0%	**75.9%**	**82.6%**
Hispanic 8th - All	36.3%	34.3%	36.3%	32.7%	46.1%	**47.2%**	

a Results between 2003 and 2004 can't be directly compared due to a standards validation.